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ABSTRACT

This document is Part II of the Handbook on Cooperative Education at Los Angeles Valley College (California). It was designed to enable instructor/coordinators to conduct classes more effectively and efficiently. Outlines are provided of the new and revised curriculum offerings that have been suggested by students, the Cooperative Education Advisory Committee, and a random sample of employers. Each class sets its own learning objectives for the semester; therefore, the curricula included here are representative suggestions of what can be done. Results of three surveys indicated that day students want job-entry skills and job information, while evening students want information on promotions, human relations, and job benefits. The curriculum is divided into four units, two of which are further divided into units for day and evening students, since their needs are so different. A review of audiovisual materials, a description of several role-playing situations, and a bibliography of the books on vocational education which are available in the college library are also provided. (DC)

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TO DEVELOP A CURRICULUM MANUAL FOR THE COOPERATIVE EDUCATION PROGRAM AT LOS ANGELES VALLEY COLLEGE

By

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Los Angeles Valley College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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I. INTRODUCTION

The Cooperative Education Program at Los Angeles Valley College has grown tremendously over the past four years that it has been in operation. The program, now, must serve two types of students with equal effectiveness. The first type is the young student who is in his/her career exploration phase. This student is going to college full time and working part time in what he/she expects to be his/her career area. The second type of student, for the most part, already has a chosen career and is now working toward upgrading skills for vertical or horizontal promotion. Each type of student expects subject matter that is beneficial to his/her individual needs.

This part of the new handbook outlines the new and revised curriculum offerings that have been suggested by the student, by the Cooperative Education Advisory Committee, and by the employers. The growth and impact of this program is bringing about a very definite change in the college philosophy toward occupational programs. This part of the handbook will enable the instructor/coordinators to more effectively and efficiently conduct their Cooperative Education classes. It will bring increased relevancy and new learning experiences to the students. <u>The students' educational experience is the all-important factor</u>. This curriculum is designed to give him/her the meaningful experiences he/she has indicated as meaningful.

II. BACKGROUND AND SIGNIFICANCE

Career education has become an important part of the curriculum in the community colleges. Cooperative Education, involving cooperation between the community employer, the college, and the student has played an increasingly important part in the curriculum of both the two year and four year institutions in order to give students a practical, meaningful educational experience. It has become an integral part of the occupational curriculum.

The Cooperative Education Program at Los Angeles Valley College has grown from seventy-nine students and two instructors to over one thousand students and nineteen instructors in a period of four years. Continued growth is indicated for an indefinite period of time.

The increased number of students has brought about various curriculum problems. The full-time student who is a part-time employee indicates a need for upgrading and promotional skills as well as a higher level of on-the-job skills. By the very nature of employment hours, these two groups are almost naturally divided into day and evening classes. It is necessary that two curriculums be developed to satisfy the needs of each group.

Mr. Jack Neblett, Dean of Instruction at Los Angeles Valley College, had agreed that this curriculum handbook should be written in order to update the program. It was also decided that a survey should be taken at least every two years to determine whether or not the curriculum was meeting the needs of the students and appropriate revisions made.

It must be noted here that each class sets its own learning

objectives for the semester. Therefore, the curriculum is a suggested one and, more importantly, it gives the instructor suggestions of what can be done in certain areas.

Several outstanding cooperative education programs, from colleges with similar philoscphies, were investigated through interviews and unpublished handbooks. Many articles and the few books available were also reviewed for ideas.

III. PROCEDURES FOR COLLECTING DATA

Coordinators and Directors of Cooperative Education programs from Rio Hondo College, Golden West College, Los Angeles City College, and Long Beach City College were interviewed and their curriculum handbooks reviewed. The "Handbook of Cooperative Education" by Knowles, the California State Plan for Vocational Education, the Los Angeles Community College District Plan for Cooperative Education and other published materials were reviewed.

Three surveys of the Cooperative Education students were taken during the year. Two of the surveys (Appendix B and C) were taken for other reasons but also contained information necessary for the curriculum revision. For the third survey the students were simply asked two questions: 1) What did they like about the program? and 2) what suggestions they had for improvement. Their written statements were collected and condensed into a master list. The Cooperative Education Advisory Committee and a random group of twenty employers were asked what skills they felt were necessary both for the part-time working student and the full-time working student. These were also placed on

a master list for easy reference. With this information, the curriculum handbook was written.

IV. RESULTS OF THE STUDY

Appendix A is Part II of the Los Angeles Valley College Cooperative Education Program. Part I was the administrative section and submitted for the Governance Module practicum. Part II is the curriculum handbook. The handbook has satisfied all but one of the suggestions made by both students and employers. The one exception was the class size. This is controlled by district and college policy and could not be varied substantially.

The section is typed in manuscript form, as agreed upon by Nova in the proposal. It has been duplicated by the college for instructional use and has been sent to ERIC on the recommendation of the College Chapter of the California Association of Work Experience Educators, Southern Section, as a representation of this particular type of Cooperative Education Program organization.

V. RECOMMENDATIONS

This type of program has many unaccountable areas within the on-the-job training area; thus, the areas of accountability over which the college has any control at all, should be tightly controlled. It is recommended to instructors and planners of Cooperative Education curriculums that the individual composition of the class be considered.

If the Cooperative Education class has anything to offer, then class learning objectives must be set to supplement the individual learning objectives that are set for each student by him/her and the employer in the on-the-job training aspect of the program.

It is further recommended that each class, as far as possible, be grouped by departments or at least by related departments for added homogeniety and relevance within the class, the curriculum, and the discussions.

Most of the younger students (day) requested job-entry skills as their primary interest, job information and job benefit information. The older students (evening) indicated information regarding promotions, human relations and job benefits. It can be seen that these differences demand learning objectives.

The last recommendation is that employers be informed that there is a class and that there is a curriculum. This can be done in several ways, but this researcher has found that direct communication by the instructors during their mandatory semester visit is the best way to get across the objectives of the class.

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APPENDIX A

PART II

COOPERATIVE EDUCATION CLASS
CURRICULUM SECTION

PREFACE

In Part I, the Administrative Section, you as a Cooperative Education instructor have taken note of the three learning objectives that each student, employer and you must decide upon for the on-the-job working experience. This Curriculum Section is divided into units with suggested topics. It is intended that each class, with your guidance, set its own learning objectives for the semester. Because of the diverse nature of each of the individual classes the objectives cannot be pre-set. It is up to you as the instructor, during the first meeting of the class, to lead the class into setting several learning objectives that can be completed during the semester.

PART II

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The curriculum of the Cooperative Education Program at Los Angeles Valley College has been developed through trial and error (many), researching other programs, instructor ideas and with heavy emphasis on student suggestions. The program has received many compliments from both students and employers. The "practical" value of the program is its strength and most often praised quality.

The "curriculum', as stated in the following pages, is "strongly suggested". That is to say that there are things that the students want to know and the employers want their employees to know, but that innovation by each instructor is also encouraged to satisfy the needs of his/her own major area.

Many "suggestions" are offered in the following pages, discussion topics, assignments, role playing and instructional support materials. Please try all of these ideas. The student evaluations indicate that they like the classes because they are (1) practical and (2) different. Experiment with teaching techniques you've never used--the students will appreciate your efforts.

You will be notified which unit you are to be on. An example:

Fall Sem. Bus. & Chem. classes Unit I
All others Unit II

Spring Sem. Bus. & Chem. classes Unit II
All others Unit I

Fall Sem. All on Unit III

We will then repeat the units as scheduled. See Unit IV for special instructions for students in 94.

There is a great deal of pamphlet and hand-out material in the Cooperative Education Office. The material covers almost every subject mentioned. You should come in and be aware of what you can use.

There are more filmstrips listed than mentioned in the curriculum. Any of these can be used if you think they will help your class. The business instructors should check the Job Opportunities Now Series for possible ideas for the day classes.

Over the years the students have felt that the application, the resume and the interview practice were very beneficial. They have also mentioned the discussions of jobs and job problems as being very interesting and helpful. They have suggested that there be more of the following:

a. Classes present more audio-visual material
b. Outside speakers
c. Role playing of problems
d. More homework assignments

These comments should be taken care of in this curriculum.

COOPERATIVE EDUCATION

Suggested Teaching Sequence for Cooperative Education Classes

Unit I Day Classes General Topic: Getting A Job

1. Have each student tell what he/she does on the job.

2. How to choose a career.
   a. Let students tell how they chose.
   b. Discussion
   C. Instructional aids
      (1) Corner Your Career, Chap. I
      (2) Filmstrips
         (a) "Choosing Your Career" Part I & II
         (b) Job Opportunities Now Series
         (c) "How Do You Figure It"

3. How to look for a job.
   a. Let students tell what they did.
   b. Discussion on how to answer a want ad, qualifications, where to look, how to dress, what to say.
   c. Filmstrips
      (1) "Self-concept and Employment"
      (2) "Job Seeking Skills"
      (3) Job Opportunities Now Series
      (4) "Job Hunting"
      (5) "Personal Appearance"

4. The application and what it means.
   a. Discussion
   b. Instructional aids
      (1) Corner Your Career, Chap. 5
      (2) Filmstrip
         (a) "Application"

5. Assignment 1 - Fill out a sample application. (You can pick these up at the Cooperative Education Office)
   a. Be sure that you write comments on these as to whether they are acceptable or not, what can be improved, spaces not filled in.
   b. Do not accept unacceptable work.

6. The letter of application and resume.
   a. Discussion - value
   b. Handout samples obtained from Coop. Ed. Office.
   c. Instructional Aids
      (1) Filmstrip
         (a) "Resume"

7. Assignment 2 - Make out a letter of application and resume.
   a. Discuss important points of both.
   b. When they come in be sure to correct these so that the student can see the mistakes when they are handed back.
   c. Do not accept unacceptable work.

Unit I Day Classes continued...

8. Discuss the various jobs in the class and the experiences the students had in getting them.

9. The Interview
   a. Discuss critical parts.
   b. Instructional Aids
      (1) Corner Your Career, pg. 66
      (2) "The Campus Interview" Tape only
      (3) Filmstrips
         (a) "Interview"
         (b) "Your Job Interview" Part I & II
         (c) "Personal Appearance"

10. Have a "mock" interview with some students.
   a. A list of general questions is included in the example material.
   b. Have the class offer constructive criticism and suggest improvement.
   c. Point out 3 important points of an interview.
      (1) Communication - How they express themselves.
      (2) Organization - How they organize their thoughts quickly.
      (3) Information - Do they give the desired information?
   d. Have students fill out a sample "Interview Report" form (pick up at Coop. Ed. Office).

11. Class discussion on interview experiences.

12. Assignment 3 - Job Analysis
   a. Pick up prepared forms at the Cooperative Education Office.

13. Jobs and Problems
   a. Discussion
   b. Instructional Aids
      (1) Filmstrips
      (2) (a) "Self-concept and Employment"
         (b) "You and Your Co-workers"
         (c) "You and Your Supervisor"
         (d) Job Attitudes "Trouble at Work" Series

14. Assignment 4 - Workmen's Compensation
   a. A short open book quiz and pamphlets are available at the Coop. Ed. Office. (Be sure to get the pamphlets back)
   b. The above can be used for a discussion after the students complete the quiz.

15. Jobs and Problems
   a. Discussion
   b. Role-playing problems (see examples on following pages)
   c. Filmstrips
      (1) "Which point of view"
      (2) "Communication"

Unit I Day Classes continued...

16. Jobs - discussion
    a. What is interesting about their jobs?
    b. What are the opportunities for advancement?
    c. Filmstrips
        (1) "Achieving Success in the World of Jobs"
        (2) "A Job That Goes Someplace"
        (3) "Liking Your Job and Your Life"

17. How to be successful
    a. "Think and Grow Rich" Cassette

18. Discussion on the tape.

The above are suggestions on what this class should include. There are more instructional aid materials available. If you think they'll fit, use them. It is suggested that you try roll playing of problems. The students seem interested in this. You may invite speakers in if you wish, but try to keep with the main theme of the unit.

COOPERATIVE EDUCATION

Suggested Teaching Sequence for Cooperative Education Classes

Unit I Evening Classes General Topic: You and Your Job

1. Have students tell about their jobs.

2. How to be successful on the job.
   a. Discussion
   b. Instructional Aids
      (1) "Think and Grow Rich" Cassette
      (2) Carlocke/Langdon Personnel Training Series

3. Problems on the job.
   a. Discussion
   b. Role-play problems (see suggestions on following pages)
   c. Filmstrips
      (1) "You and Your Co-workers"
      (2) "You and Your Supervisor"

4. Personal Job Problems.
   a. Discussion
   b. Role play (see examples)
   c. Filmstrips
      (1) "Which point of view"
      (2) Job Attitude "Trouble at Work" Series

5. Promotion
   a. Discussion Corner Your Career, pg. 87
      (1) How do different companies advance employees?
      (2) What are the procedures step by step? Who initiates move, etc.?

6. Promotion (continued)
   a. Discussion
   b. Filmstrips
      (1) Carlocke/Langdon Personnel Training Series can fit in here.

7. Resume
   a. Discussion - value
   b. Hand out samples obtained from Coop. Ed. Office.
   c. Filmstrip
      (1) "Resume"

8. Assignment 1 - Make out a resume
   a. Discuss the parts of a resume.
   b. When these are handed in they should be corrected and commented on.
   c. Do not accept unacceptable work.

9. The Resume (continued)
   a. Pass around the excellent examples.
   b. Discuss students experiences with resumes.

Unit I Evening Classes continued...

10. The Interview
    a. Discuss critical parts.
    b. Instructional Aids
        (1) Corner Your Career, pg. 66
        (2) "The Campus Interview" Tape only
        (3) Filmstrips
            (a) "Interview"
            (b) "Your Job Interview" Part I & II
            (c) "Personal Appearance"

11. Interview (continued)
    a. Discuss the interview from the standpoint of the interviewer. (We have found that many evening students are interviewers and offer much to the discussion. Others are preparing for the role and want to learn).

12. Interview (continued)
    a. Go through a mock interview with several class members. (A list of questions are included in the example material)
        (1) Have the class offer constructive criticism and suggestions.
    b. Have students fill out an "Interview Report Form". (Pick up at Coop. Ed. Office)

13. Communication
    a. Discussion
    b. Filmstrip
        (1) "Communication"
        (2) Job Attitudes: Trouble at Work
            Strip 2 - "Failure to Communicate"

14. Job Analysis - Assignment 2
    a. Prepared job analysis questions can be obtained at the Coop. Ed. Office.
    b. Discuss the job analysis form and discuss the objective.

15. Workmen's Compensation - Assignment 3
    a. Pick up a set of pamphlets (instructor should keep these to use in all classes. We can't get many).
    b. Take the test in the class and discuss it. Pick up quiz at Coop. Ed. Office.

16. Discussion
    a. What is interesting about your job?
    b. What are opportunities to advance?

COOPERATIVE EDUCATION

Suggested Teaching Sequence for Cooperative Education Classes

Unit II Day Classes General Topic: Your Career

In this unit, instructors on campus will be suggested as speakers for various topics. You should contact them and make the arrangements. You can arrange for your own speaker if you like. The Coop. Ed. Office will be glad to give you names of contacts.

1. Goal Analysis - Assignment 1
   a. What do you want to be in 2,4,10 years? Why?
   b. Discuss this in class
      (1) Do you know if you are suited to your job?
      (2) Do you like what you do?

2. Speaker: Ann Morris - Vocational Testing
   Mrs. Morris gives an excellent talk on our "on campus" testing center

3. Give the "COPES" Vocational Interest Test to your class and have them make a profile of themselves.
   a. The test can be obtained at the testing center (this takes about 2 periods).

4. Discuss their interests and their profile.

5. What do you want from a job?
   a. Discussion
   b. Filmstrip
      (1) "Job Seeking Skills"
      (2) Job Oppertunities Now Series
      (3) "How do you figure it"

6. Speaker: Ann Morris - Career Opportunities

7. Discuss the jobs the students have.
   a. How many different job classifications are in that firm?
   b. How could you work into something that you might like better in the same firm?
   c. Filmstrip
      (1) Job Opportunities Now Series

8. Discuss types of jobs
   a. Being an employee
   b. Being a supervisor in a company
   c. Being in business for yourself
   d. Filmstrips
      (1) Job Attitude Series (4 filmstrips)

9. What are the qualities you need for a job?
   a. Discussion
      (1) Filmstrip
         (a) Carlocke/Langden Personnel Training Series (Self-Esteem, Awareness, Enthusiasm, Integrity)
   b. Fill out an "Employee Performance Review" sheet on an employee at work. (Pick up at Coop. Ed. Office)

Unit II Day Classes continued...

10. Unions
    a. Discussion
        (1) Have students tell about the benefits of the unions to which they belong.
    b.. Arrange for a speaker on unionism

11. Social Security
    a. Discussion
    b. Call the Social Security Office and ask for a speaker to come out.

12. Job Problems
    a. Discussion
    b. Role play a situation (see examples on following pages).

13. Failure
    a. Discussion
    b. Pass out "31 Causes of Failure". (pick these up from the Coop. Ed. Office)

14. Speaker
    a. You might want to get a speaker: A small businessman, state apprenticeship director, personnel manager. The Coop. Ed. Office can put you in touch with a number of people who will be glad to speak.

15. Discussion
    a. How will you approach the next job you apply for?
    b. What are the mistakes you have made in the past, looking for a job or on the job?

COOPERATIVE EDUCATION

Suggested Teaching Sequence for Cooperative Education Classes

Unit II Evening Classes General Topic: You and Your Job

1. What do you do on your job?
   a. Be factual.
   b. No opinions about the company.

2. Goal Analysis - Assignment 1
   a. What do you want to be in 2,4,10 years and why?
   b. Discussion
      (1) Do you know if you are suited to your job?

3. How did you choose your career?
   a. Filmstrip for starting discussion
      (1) "Choosing Your Career" Part I & II

4. Success in your job
   a. Cassette for starting a discussion
      (1) "Think and Grow Rich"

5. Success on your job
   a. Filmstrip for starting a discussion
      (1) "Self-Esteem"
      (2) "Awareness"
      (3) "Enthusiasm"
      (4) "Integrity"

6. Getting along on the job
   a. Filmstrip for starting a discussion
      (1) "You and Your Co-workers"
      (2) "You and Your Supervisor"
      (3) "Communication"

7. How to change jobs within your organization (Corner Your Career, pg. 82)
   a. Discussion
      (1) Whom do you ask?
      (2) What is the procedure?
         (a) Bid system
         (b) Test
         (c) Application and resume
         (d) Employer approaches
         (e) Interview

8. Getting along on the job
   a. Discussion
   b. Filmstrips
      (1) "You and Your Co-workers"
      (2) "You and Your Supervisor"
      (3) "Communication"

Unit II Evening Classes continued...

9. Qualities you need for a job
   a. Discussion
   b. Filmstrips
      (1) "Self-Esteem"
      (2) "Awareness"
      (3) "Enthusiasm"
      (4) "Integrity"

10. Trouble at work
    a. Discussion
    b. Filmstrips
       (1) "Hazing"
       (2) "Failure to Communicate"
       (3) "Absenteeism"
       (4) "Lack of Ambition"

11. Job problems
    a. Role play (see suggestions on following pages)
    b. Discussion
       (1) How can the employee help solve the problem?
       (2) How can the manager solve the problem?

12. Failure
    a. Discussion
    b. Pass out "31 Causes of Failure". (pick these up at the Coop. Ed. Office)

13. Supervisor/Employee problems
    a. Role play (see suggestions on following pages)
    b. Discussion
       (1) How can the employee help solve the problem?
       (2) How can the manager solve the problem?

14. COPES TEST (Interest Inventory)
    a. Pick up the COPES test at the Testing Center and have the class take it and chart their profile.
    b. Discuss the differences found between the test and job.

15. Your job (during a last session)
    a. Discussion
       (1) Has any of the material presented affected you on your job?
       (2) What and how has it changed your understanding of your job situation?

COOPERATIVE EDUCATION

Suggested Teaching Sequence for Cooperative Education Classes

Unit III Day and Evening Classes General Topic: What business people say about employment

During this unit I will arrange for 5 speakers (generally personnel managers) to speak on various topics that the students have suggested. The talks will be scheduled at 11 AM, Activity Hour, on Tuesdays or Thursdays. These talks will take the place of your meeting that week. You will be expected to encourage your students to attend. Roll will be taken on a sign-up sheet and the names attending returned to you. If a student cannot attend for some reason a written assignment or alternative should be given. There will be a separate program set up for evening students that will, in general, follow the same format.

1. Discussion
   a. How has your job changed over the past year?

2. Discussion
   a. What does education do for you on your job? (ie: a degree or certificate)

3. Speaker: You will be notified of date and topic.

4. Discussion of speaker's topic
   a. A filmstrip on the topic may be of value.

5. Changing jobs within your organization
   a. Discussion (Corner Your Career, pg. 82)
      (1) Whom do you ask?
      (2) What is the procedure?
         (a) Test
         (b) Bid
         (c) Application
         (d) Interview
         (e) Employer Approaches

6. Speaker: You will be notified.

7. Discussion of speaker's topic
   a. Possible filmstrips on the topic to start the discussion.

8. Promotion on the job (Corner Your Career, pg. 87)
   a. How do you go about this in your organization?
   b. What are the possibilities of promotions in your job?

9. Speaker: You will be notified.

10. Discussion of speaker's topic
    a. Possible filmstrip on the topic to start the discussion.

Unit III Day and Evening Classes continued...

11. Job problems
    a. Discussion
    b. Role-play situations (see suggestions on following pages).
    c. Filmstrips

12. Speaker: You will be notified.

13. Discussion of Speaker's topic.

14. Put yourself in the boss's shoes.
    a. Role play
    b. How would you do things differently at work and why?

15. Speaker: You will be notified.

16. Discussion of speaker's topic.
    a. Possible filmstrip

COOPERATIVE EDUCATION

Suggested Teaching Sequence for Cooperative Education Classes

Unit IV Day and Evening Classes General Topic: Your Future

This unit is for the students who are in their fourth semester of Cooperative Education (94). They may be in anyone of your classes. You will meet with them at least 3 times during the semester. At the first meeting you will give them an assignment. They are to do a research project on their eventual occupational objective (position) or a supervisorial position. This project should be an in-depth study. It should include such things as:

1. What is the position?
2. What are the duties?
3. What are the educational requirements?
4. How is this position applied for?
5. How much previous work experience is needed?
6. What are the responsibilities?
7. What is the hourly work day?
8. What and how many meetings does he have to attend?
9. How much night work is involved?
10. What is the salary range?
11. Any other pertinent facts.

The student should interview at least 3 people in the position for his information.

The second meeting is a counseling session to see how he/she is getting along with his/her job and report. The student may sit in on a regular class if he/she wishes.

The third session is to hand in the report and complete the necessary forms for the Cooperative Education class (ie: the Weekly Hour Verification Sheet and Evaluation Form).

USE OF INSTRUCTIONAL AIDS

Our instructional aids have been slow in coming because of not having a budget. The Cooperative Education Office has a carousel slide projector, a cassette player/recorder and a filmstrip projector cassette player combination that can be checked out for use with the material on the following pages.

The materials are of a general nature that should be useful in all classes. In only a few cases is the material pointed toward one department, we will go more into specialized films as money becomes available. You should be able to use these filmstrips to stimulate discussions as well as give information. Some may seem to be pointed toward high school, but our students are not all that mature (occupationally speaking) and the information is there. You might have to use your imagination as to how to start a discussion, but the material should help break the ice.

INSTRUCTIONAL AIDS

The following is a list of cassettes and filmstrip/cassettes that are available for your use in the Cooperative Education Office. They can be checked out together with the filmstrip/cassette projector or the cassette player.

CASSETTES ONLY

The Campus Interview - 30 min. Very good for both day and evening students.
Review: Breaks down the interview from the standpoint of the interviewee and interviewer. It explains each part, what the interviewee said and what the interviewer wanted.

Think and Grow Rich, Side 1 - 40 min. Very good for both day and evening students.
Review: An inspirational talk about the elements of success and how to be successful.

Think and Grow Rich, Side 2 - 40 min. Very good for both day and evening students.
Review: This is a summary of "Think and Grow Rich" by Napoleon Hill. It is an inspirational talk about the principles leading to success from Hill's book.

FILMSTRIP/CASSETTES

Note: Be sure to check the audible and inaudible signal sides so you know which to use.

Carlocke/Langden, Inc. Personnel Training Series

Note: These are cartoon filmstrips depicting the various qualities. You might want to review these to decide whether you want to use the filmstrip or just the cassette. These can be used for either day or evening people.

Self-Esteem - 10 min. Very good.
Review: A cartoon description of an inferiority complex and how to improve your own self-esteem.

Awareness - 10 min. Very good.
Review: A cartoon description of how to treat others and how it might affect your life. How to be aware of other people.

Enthusiasm - 10 min. Very good.
Review: A cartoon description on what enthusiasm does for you and others and how to develop it.

Integrity - 10 min. Very good.
Review: A cartoon description on what integrity means and its value to you on the job.

Singer - Job Survival Skills Series

Introduction - 7 min. High School Level.
Review: Introduces the rest of the film strip series. Gives a brief overview of the skills necessary for job survival.

Education and Training - 10 min. High School Level.
Review: Tells why education is needed for a job and where it applies. Talks about the G.E.D.

Self Concept and Employment - 10 min. Day students.
Review: Talks about self-confidence and how it affects your job. Discusses aptitudes and how you are judged by other people.

Job Seeking Skills - 20 min. Day students.
Review: Tells how to decide what job to go after, the considerations of the job (working conditions, requirements, fringe benefits, etc.). Talks about places to get jobs and some of the considerations the student should understand. Shows how to write a letter of application.

Personal Appearance - 10 min. Day students.
Review: Talks about appearance in general good grooming skills, facial expression, posture and clothing.

Resume - 10 min. Day and night students.
Review: Shows how to write a proper resume and the importance of a resume.

Application - 10 min. Day and night students.
Review: Tells about the value of the application and how to fill them out the way an employer expects.

Interview - 10 min. Day and night students.
Review: Tells about preparing for and taking an interview. Offers points on how to impress the interviewer.

From Which Point of View - 10 min. Day and night students.
Review: This strip discusses how and why we perceive things as we do. How our roles in life influence the way we are thought about and how we think about others. Goes into needs, roles and attitudes. Stresses tolerance.

You and Your Co-workers - 10 min. Day and night students.
Review: Talks about getting along on the job, the varied personalities of your co-workers and the harmful situations that can arise. It gives tips on how to handle these situations.

You and Your Supervisor - 18 min. Day and night students.
Review: Talks about the relationship between you and your supervisor and your responsibilities to him and your job. Discusses how to handle grievances.

Communication-- 12 min. Day and night students.
Review: Tells about communication as the basis for getting along with others. Tells how misunderstandings occur. Discusses various types of communication.

Summarizing - 10 min.
Review: Summarizes the program series. It goes briefly over each part.

Singer - Job Opportunities Now Series

Note: This series is primarily for the Business Department Cooperative Education day classes but can be used to illustrate the fact that large businesses have a variety of jobs in various areas. These are best for day students.

Requirements in the World of Jobs - 15 min.
Review: To define and illustrate basic job requirements in the areas of communication mathematical ability and personal work relationships. It also goes into job skills, proper attitudes and education in all vocations.

Achieving Success in the World of Jobs - 15 min.
Review: Shows how one student was able to achieve success in school and job. Emphasizes study habits, work attitudes, education and job skills which helped. Encourages examination of the student's own potentials.

Job Opportunities in a Restaurant - 14 min.
Review: This filmstrip shows something about every job in a restaurant and what the job responsibilities are.

Job Opportunities in a Hospital - 15 min.
Review: This filmstrip covers 4 areas of jobs in hospitals. General Services, Clerical and Secretarial, Direct Services and Technical Services. It breaks the jobs down and discusses responsibilities.

Job Opportunities in a Department Store - 14 min.
Review: Presents a variety of entry jobs in a department store and the qualifications. Gives a sketch of each job. It details the roll of the salesperson.

Job Opportunities in a Supermarket - 14 min.
Review: Shows procedures of supermarket operation. Describes a variety of jobs in the market.

Guidance Associates Series

Preparing for the World of Work, Part 1 "How do you figure it?" - 12 min. Day students.
Review: Tells what work is and that you should find a job you like. It gives suggestions on how to choose a job.

Part 2
Review: Tells about vocational education and job preparation. Explains the five basic areas of vocational education and jobs within those areas.

Job Attitudes, Part 1 "A job that goes someplace" - 10 min. Day students.
Review: Tells about things to look for in a job, questions to ask, etc. Gives advice about getting a job.

Part 2 - 10 min.
Review: Tells how to move up on the job after you get the job. Talks about the value of education and training. Stresses attitudes. Shows 3 different occupations.

Job Hunting, Part 1 "Where to begin" - 10 min. Day students.
Review: Tells how to locate job opportunities. Gives tips on how to respond to various opportunities. Talks about private and public agencies.

Part 2 "Making choices" - 12 min.
Review: This film gives 2 cases of unsuccessful interviews and then gives a chance for class discussion. Another case is presented with another discussion point and then a fourth.

Your Job Interview, Part 1 - 10 min. Day and night students.
Review: Tells how to prepare for the interview, what you can expect and what the interviewer wants. It details how to take the interview and the points to bring out during the interview.

Part 2 - 10 min.
Review: What the interviewer looks for in an interview. Give the "don'ts" for an interviewee.

Choosing Your Career, Part 1 - 11 min. Primarily day students, but night students could get something from it.
Review: This is on how to choose your career. It concerns your job and your personality. It shows various groups of careers.

Part 2 - 16 min.
Review: This one concernes your career and your emotional satisfaction.

The Job Attitude Series

Strip 1 "Liking your job and your life" - 10 min. Day students primarily.
Review: This filmstrip is on construction work and features the iron-workers trade. Also talks about unionism.

Strip 2 - 10 min. Day students.
Review: This strip deals with the factory worker and centers in the clothing industry.

Strip 3 - 10 min. Day students.
Review: This strip talks about the community worker who is working with minorities in New York.

Strip 4 - 10 min. Day students.
Review: This film deals with the small businessman (T.V. repair is the example). It brings out the advantages of being in business for yourself.

Your First Week On The Job, Part 1 - 11 min. Day students.
Review: This strip presents three office problems, presented in a comic vein, with pauses for discussion. It brings up priorities, office manners and taking a phone call.

Part 2 - 10 min.
Review: This strip presents three office problems (office grooming, taking a break, dealing with complaints) presented in a comic vein. Pauses for discussion are inserted.

Job Attitudes: Trouble At Work

Strip 1 "Hazing" - 10 min. Day and night students.
Review: Apprentice mechanic complains to employment counselor about being given dirty jobs.

Strip 2 "Failure to Communicate" - 10 min. Day and night students.
Review: Depicts a communication gap between a supervisor and his young employee.

Strip 3 "Absenteeism" - 10 min. Day and night students
Review: Shows a hospital situation and what happens because of nurse's absence. Shows problems that cause absenteeism.

Strip 4 "Lack of Ambition - 10 min. Day and night students
Review: A young man in a gas station job that doesn't want to get a better job. His friend tries to encourage him to get ahead.

"LEARNING OBJECTIVES"

This is a cassette carousel program on how to make learning objectives for the Cooperative Education Program.

Films for Specific Departments

SECRETARIAL SCIENCE - Clerical Occupations

Strip 1 - 10 min. Day students
"Overview of clerical occupations"
Review: This film gives a brief overview of secretary, clerktypist, medical record technician, file clerk and receptionist.

Strip 2 - 10 min. Day & evening students
"Secretary"
Review: Covers tasks such as dictation, making appointments, researching a particular item and use of the telephone. It includes details on transcribing notes, compiling research data, preparing itineraries and securing airline tickets, handling cash and checks and compiling statistical reports. Reviews other topics as well.

Strip 3 - 10 min. Day and Evening students
"Clerk typist"
Review: Emphasis is on typing with other duties such as mail handling, accurate filing. Use of telephone, and other duties.

Strip 4 - 10 min. Day and evening students
"Medical Record Technician"
Review: Gives details on creation of a patient file, reports, transcribing reports and emphasizes the need for accuracy.

Strip 5 - 10 min. Day and evening students
"File clerk"
Review: Master files are described, individual files, interoffice mailing and microfilm handling. Emphasis is placed on use of microfilm equipment.

Strip 6 - 10 min. Day and evening students
"Receptionist"
Review: Use of telephone instrument panel is described, how to greet visitors, how job applicants can be assisted and how mail is delivered. Typing and other clerical duties are reviewed.

ELECTRONICS

Strip 1 - 10 min. Day students
"Overview of occupations in electronics"
Review: Reviews the occupations of electronics technician, radio & TV repairman, broadcast technician, communications technician and industrial electronics technician.

Strip 2 - 10 min. Day & evening students
"Electronics Technician"
Review: Describes certain activities including circuit building, servicing and testing apparatus, trouble schooling and repair techniques on different kinds of circuitry, precision equipment used for testing and calibrating electronic devices and electronics associated with nuclear reactors.

Step 3 - 10 min. Day & evening students
"Radio & TV repairman"
Review: Covers the repair of color TV sets in home and shop and use of testing equipment. Outlines repairs on radios, AM-FM sterio tuners, turntables, audio and video tape recorders using test equipment.

Strip 4 - 10 min. Day & evening students
"Broadcast technician"
Review: Describes work of broadcast technician at a small TV facility at both studio and transmitter also installing and maintenance. Describes installation, repair and maintenance of aircraft guidance and communication equipment and navigational devices. Details other communications work on emergency vehicles.

Strip 5 10 min. Day & evening students
"Communications technician"
Review: Tells how technician in a large telephone ocmpany microwave facility repairs and monitors complex transmitting and receiving equipment. Describes installation, repair and maintenance of aircraft guidance equipment and boat navigation equipment. Details work on emergency vehicle communications equipment.

Strip 6 - 10 min. Day & evening students
"Industrial electroncis technician"
Review: Describes installation, maintenance and repair of numerically controlled industrial machines. Describes servicing of other types of electronically controlled equipment.

METAL WORKING

Strip 1 - 10 min. Day students
"Overview of metal working occupations"
Review: This film reviews the occupations of welder, machinist, electroplater, sheet metal worker and foundry worker.

Strip 2 - 10 min. Day & evening students
"Welder"
Review: Defines welding and mentions the three basic catagories: Arc, gas and resistance welding. Shielded and unshielded arc. Welding techniques are described. It gives a step by step procedure for gas welding and a brief explanation of flame cutting. The process of resistance welding is also covered.

Step 3 - 10 min. Day and evening students
"Machinist"
Review: Gives an introduction to machining and machine tools. Also includes step-by-step description of lathe operation. Covers operation of drilling and boring machines and gives a description of grinding machines and milling machines.

Strip 4 - 10 min. Day & evening students
"Electroplater"
Review: Makes distinction between industrial (protective) and decorative electroplating. Outlines preparation of aircraft component for plating. Explains plating operation including finishing and prep. for shipping. Gives detailed description of electroplating on auto bumper and mentions other decorative and electrical items.

Strip 5 - 10 min. Day and evening students
"Sheet metal worker"
Review: Introduces the field of sheet metal work and describes the process of making ducts. Describes the process of reparing a damaged helicopter using sheet metal techniques. Mentioned tools used in sheet metal work

Strip 6 - 10 min. Day and evening students
"Foundry Worker"
Review: Describes the various types of products made in a foundry, and preparation of the mole for sand casting. Describes how metal is melted and transported to the mold, removed and finished. Includes descriptions of the other five major casting methods.

Library of Career Counseling Films

Is a Career in Management for You? - 14 min. Day and evening students.
Review: An overview of three levels of management. The problems each manager has, decisions made and communication problems.

Is a Career in Business Admin. for You? - 16 min. Day students.
Review: Explores 5 areas of Bus. Adm., Accounting, Personnel Work, Marketing Research, Advertising and Public Relations. Each area is described. The personal characteristics and educational requirements are stressed.

Is a Career in the Social Sciences for You? - 14 min. Day and Evening students.
Review: Covers Economists, Historians, Sociologists, Political Scientists, Geographers and Anthropologists. Describes how and where social scientists work and the preparations required.

Is a Career in Banking for You? - 14 min. Day and evening students.

Review: Shows what people do. Talks about salaries, entry requirements and advancement.

Is a Career in Electronics Mfg. for You? - 16 min. Day students
Review: The film examines just about everything in the electronics industry.

Is a Career in the Aerospace Industry for You? - 15 min. Day and evening students.
Review: Gives an overview of the industry. Gives information about the principal occupational skills needed in the industry.

Is a Career in the Telephone Industry for You? - 15 min. Day and evening students.
Review: Talks about the telephone industry and the wide variety of jobs available.

Is a Career in Structural Work for You? - 15 min. Day students.
Review: Introduces the construction industry. Shows building sites and what people do there. Talks about working conditions, training programs and skills needed.

Is a Career in Machining for You? - 15 min. Day students.
Review: Film examines the nature of the work performed by machine tool operators and highly skilled machinists, tool and die makers, instrument makers, set-up men and lay-out men. Goes into temperment, preferences, aptitudes, education and training.

Is a Career in Finance Insurance or Real Estate for You? - 15 min. Day students.
Review: This film stresses the similarities in the basic nature of occupations in the three areas. It goes into duties of the people in the business.

Is a Career as a Technician for You? - 14 min. Day students.
Review: Film covers many of the "technician" type jobs and how they assist the professionals. Goes into the nature of the work and upward mobility prospects.

Is a Career in the Health Services for You? - 14 min. Day students.
Review: Covers a wide range of occupations in the area of patient care and supporting services. It talks about temperment, aptitude and job locations.

Lead the Field by Earl Nightingale
Review: This is a cassette series on 12 vital patterns for success. They include: The Magic of Attitude, Recognizing Opportunity, Setting Worthy Goals, Using Your Mind, Service and Rewards, Self-Knowledge, Conformity/Non-Conformity, Self-Management, Money, Personal Growth, Using Time Management, Being a Leader.

ROLE PLAYING

The following are examples of role playing situations, they are taken from actual problems. You can use these, substitute, modify and/or make up your own. You will have to make up individual instructions, form the main copies, for the participants. The examples given cover a participation range from three people to the whole class.

Role playing suggestions:

a. Interviewer & applicant
b. Supervisor & employee
   (1) discussing a production problem
   (2) discussing a wage/hour problem
c. Put yourself in the boss's shoes
   (1) Customer presents problem to the boss
      (a) Mistake in an order
      (b) A rush job
      (c) Can't pay the bill

Some examples follow:

ROLE PLAYING

Number 1

Cast: The whole class. Divide into groups of about ten.

Scene: An office, shop or store.

You, the workers, are dissatisfied with some of the working conditions. The employer is a person with whom it is difficult to communicate. Each group is to select one person to go to the employer and speak on behalf of the group.

Suggested time: 15 minutes

Discussion:
1. How was the person selected in each group?
2. Which group used a method which is likely to result in the most effective spokesman for the group?

ROLE PLAYING

Number 2

Instructor: Select 2 people to act out the roles in front of the class.

Cast: Supervisor (sees his role but not Joe's)

Joe (sees his role but not the supervisor's)

The class is informed of both roles. (the 2 participants will have to go outside, obviously)

Suggested time: 15 minutes

Scene: The supervisor's office

1. Supervisor

   Joe is always reluctant to do things your way. Not only does he think he knows more than you do, but he tries to convince other workers to do things his way. Some of the workers seem to like him and tend to follow his advise. Others think he is too pushy and resent his advise. As a result there seems to be some friction between the workers and it is causing some deterioration in the quality of the work.

2. Joe

   You are a good worker. You know it and everyone else knows it. The problem is that you have a supervisor who doesn't know the work as well as you do, and yet he insists on telling you how to do things. If you come up with a really good idea he either squelches it, or if he does use it he never gives you the credit for the idea. His boss thinks all the good ideas come from him.

Discussion:

1. How did the supervisor handle the problem?
2. How else might he have handled the problem?
3. How else might Joe have dealt with the problem?
4. Did either show any signs of leadership?

ROLE-PLAYING

Number 3

Cast: The whole class. Divide the class into groups of five. Give each person a role (see below). You will have to make out individual slips for each group. Separate each group.

Scene: You are all employed in the same company (a stock brokerage, insurance, real estate, etc.). The new building has the following:
1. One private office
2. Two desks along the windows with a view of the city
3. Two desks against a blank wall

Note: Make slips designating roles for each group.

Suggested time: 15 minutes

Problem: Who gets what desk

Roles: 1. First employee

You have been with the company longer than anyone else.

2. Second employee

You received the highest bonus this year because you had the highest amount of sales.

3. Third employee

You are the newest employee

4. Fourth employee

You have had the highest sales for three of the ten years you have been with the company and are always in the top ten.

5. Fifth employee

You are active in the local Chamber of Commerce, Rotary Club and have been selected to be the chairman of the local Heart Fund Drive.

Discussion:
1. Who gets the private office?
2. Who gets the desks with the view?
3. How were the decisions made?
4. Who influenced the decision procedure most?

Instructor: When each group explains what their decisions were and how they were made, make note if a leader emerged (who is the spokesman? Who influenced the decision?). Discuss whether one person influenced, tactfully, the decision; one person forced the decision; or whether the group decided as a complete group with no particular leader. How is leadership recognized?

ROLE PLAYING

Number 4

Cast: Department Manager, Unit Supervisor and Employee.

Scene: Department Managers office, employee enters and presents the problem.

Note: The instructor should make a slip for each role.

Suggested time: 15 minutes

Problem: Decision on time off

Roles: 1. Employee

A group of your friends are leaving Thursday night for a three day holiday. You have asked your supervisor if you could have Friday off, but he has said "no". You feel that if it were anyone else he would have said "yes", but he discriminated against you. You are going to ask the department manager for the day off.

2. Supervisor

One of your workers has asked for Friday off but you said "no" because you have a job that has to be finished by Friday night and you need all the help you can get. You will probably have to keep everyone working overtime this week as it is.

3. Department Manager

You have several unit supervisors, each do a different part of the work. Most of the supervisors have been in your department for a long time. However, the newest supervisor was recently transferred from the southern branch and you haven't really gotten to know him very well yet. He is coming into your office to see you now.

Discussion:

1. How was the problem solved?
2. Who made the decision?
3. Was the problem solved satisfactorly for all concerned?
4. Was the solution understood by all?
5. How else might the problem have been handled?
6. What are the objectives of an employer? Dept. Mgr.? Supervisor?
7. How should these objectives be ranked according to priority?

Instructor: In leading the discussion of the solution be sure to note whether the Dept. Mgr. went over the supervisors head and reversed his decision, backed him up, had him in for consultation, etc.

ROLE PLAYING

Number 5

Cast: Supervisor, salesman (or some other catagory - male) secretary.

Scene: An office

Salesman has been trying to hustle a date with your secretary (or somebody's secretary). He is continually at her desk. His sales have dropped in the past month and so has the secretary's production of work. The secretary, obviously flattered by the attention, has only mildly complained. You as supervisor must do something about the situation. How would you handle it?

Discussion:

1. How will the supervisor handle this problem?
2. How might the salesman handle the problem?
3. How might the secretary handle the problem?

The following is a list of printed material available in the Cooperative Education Office:

For Assignments

Sample Application Form
Sample Interview Report Form
Sample Performance Review Form
Workmen's Compensation Law Quiz
Career Student Report
Job Analysis

For Information

Getting the Job You Want
Letter of Application (sample)
Resume (sample)
Preparing a Brief
How to Get an Interview (includes: interview, letter of application and simple resume)
Questions Frequently Asked During Job Interviews
31 Causes of Failure
Labor Laws

Booklets (for special use, supply limited)

Job Hunting
How to Get The Right Job
Prepare Yourself for Job Interviews
Making the Most of Your Job Interview
How to Do It - Resume
You and Your First Job
Highlights of the California Workmen's Compensation Law

TOPICS FOR DISCUSSION

The following is a thoughtful suggestion by one of the students:

1. The class members reluctance to exchange ideas or experiences during the first half of the class I feel was the lack of a common subject to initiate a discussion. The following suggestions are possible methods that could be used to open people's minds to the fact that many solutions found, and problems confronted, are basically fundamental to the entire business world.

   A. Self employed
      1. What is your product or service? Bring sample if possible.
      2. How long in business?
      3. Future expansion plans.
      4. How did you obtain financing (if not personal)?
      5. What type of license and equipment required?
      6. Three problems that are now confronting your business. Financing, employee, new location, additional equipment, training program.

   B. Employee of small firm
      1. What is your product or service?
      2. How long with the firm?
      3. How did you get your job?
      4. Do you feel the company will expand?
      5. Do you feel you will receive promotions?
      6. Give at least one of your objectives and how you accomplished it.
      7. Problems now confronting you...Should you change employment, classes to take in relation to your job, how to approach your boss on a particular subject.

   C. Employee of large company
      1. What is your product or service?
      2. How long with firm?
      3. How did you get your job (qualifications)?
      4. Does the company offer additional training?
      5. Give at least one of your objectives and have you accomplished it?
      6. Problem now confronting you.

I feel if the first half of the class was brought into action much more would be accomplished. Perhaps the above is to extensive and just having the person state one of his objectives and how he was going to accomplish it would be enough to get things started. The above assignments could be handed out with the understanding you should be prepared to discuss it at any time during the semester. With the number of units given, a small homework assignment is certainly not out of line.

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LB
5
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National Society for the Study of Education.

More information in library under Vocational Education and Vocational Guidance in Card Catalogue.

Other Occupational Pamphlet material is located in the Periodicals Room of the library in the file cabinets.

APPENDIX B

COOPERATIVE EDUCATION SURVEY

The purpose of this questionnaire is to get information about how "on-the-job" education differs from regular classes. Please write your answer under the question and use the reverse side if necessary.

1. What kind of work do you do?

2. How long have you been going to college?

3. How do you feel about a program such as this where you earn units for working?

4. Have you ever felt the need for more information on how to get a job?

5. Have you ever felt the need for more information about advancing on the job?

6. In what way is learning on the job different from regular classroom learning?

7. From your experience, have your employers cooperated in helping you complete your learning objectives?

APPENDIX C

COOPERATIVE EDUCATION JOB PLACEMENT REPORT

(PLEASE PRINT)

1. NAME (Last)_____ (First)_____ VETERAN_____
2. DATE(S) EMPLOYED a. From_____To_____Company_____
   b. From_____To_____Company_____
3. TYPE OF JOB a._____
   b._____
4. WERE YOU EMPLOYED THROUGH: Coop. Ed.____LAVC Placement Office_____
   Because of LAVC Training_____Other_____
5. RATE THE COOP. ED. PROGRAM: Excellent_____Good_____Fair_____Needs Imp._____
6. ATTAINED SUCCESS: Did you get a pay increase? Yes____No____
   Did you get a new learning experience? Yes____No____
   Did you move from a part-time job to a full-time job? Yes____No_
   Did you get a promotion? Yes____No____
   Was your grade point average any better after taking Coop. Ed.?
   Yes____No____
7. ADDITIONAL COMMENTS: _____

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 20 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
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